



ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

Present study was conducted to find out the level of attitude of secondary school teachers towards inclusive education in relation to their gender, types of management and length of experience following descriptive survey research method on a randomly selected sample of 80 teachers with help of a standardized attitude scale. After analysis and interpretation of data through inferential statistical techniques it was found that most of the teachers were having highly favourable attitude towards inclusive education and gender, types of management and length of experience had no any significant effect on the level of attitude of the secondary school teachers towards inclusive education.

KEYWORDS: Attitude, Inclusive Education and Secondary School Teachers etc.

INTRODUCTION

After a sizable success of Sarva Siksha Abhiyan, a need was felt to universalize secondary education in the country. In order to meet such target, government of India launched a flagship programme, which is popularly known as Rastriya Madhyamik Siksha Abhiyan (RAMSA) with an aim to provide universal access of secondary education with special reference to socially, economically and educationally weaker section of the society. Universalisation of secondary education cannot be possible unless all categories of children belonging to the age group of 14-18 are enrolled in it, specially, the Children With Special Need (CWSN), who suffer from acute deprivation of getting the access of secondary education owing to their disabilities. Though the students having severe disabilities are taught in special schools, the students having moderate or minor disability can be taught in the mainstream school. This provision of educating disabled children in general school is otherwise called as inclusive education.

Realizing the importance of inclusive education RMSA (2009) has replaced the scheme of Integrated Education for Disabled Children (IEDC) with a revised scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS) saying "the proposed scheme would enable all students with disabilities completing eight years of elementary schooling or opportunity to complete four years of secondary schooling (classes-IX-XII), in an inclusive and enabling environment. It is also proposed to make all schools disable friendly....." Similarly, NCF (2005) also recommends to provide educational opportunities to the children with special needs in an inclusive set up of mainstream schools. Consequent upon this provision RMSA have been implemented in the country since 2009. Merely making a provision of providing access of schooling is not everything for the CWSN. Real problem lies with the attitude of school

teachers towards such children, which can create a favourable atmosphere for their earning. It is observed that the teachers of general secondary schools do not show a positive attitude towards the CWSN for which their all-round development is getting affected. This problem seems to be very acute in Anugul District. Hence, the researcher has taken an attempt to conduct the present study to find out the level of attitude of the teachers of general secondary schools of the district towards inclusive education.

Several studies all over the world have been conducted by eminent researchers relating to the attitude of teachers towards inclusive education. **Dichen & Smith (1995)** conducted a study on the "attitude of both regular and special education teachers towards inclusion". **Ali and Mustapha, (2006)** examined the "attitude and perceived knowledge of mainstream and special education teachers of primary and secondary schools towards inclusive education in Malaysia". **Nayak, (2008)** examined "the attitude of both parents and teachers towards inclusive education".

However, nobody has conducted any study on the attitude of secondary school teachers towards inclusive education. Further, the secondary school teachers of Anugul District have remained untouched in this regard, thereby, a research gap is emerged. Therefore, the present study is an attempt to fulfill such research gap.

Objectives of the Study

1. To study the level of attitude among secondary school teachers towards inclusive education.
2. To find out the difference between male and female secondary school teachers with regard to their attitude towards inclusive education.

- To find out the difference between government and private secondary school teachers with regard to their attitude towards inclusive education.
- To find out the difference between the more experienced and less experienced secondary school teachers with regard to their attitude towards inclusive education.

Hypothesis of the Study

H₀₁ There is no significant difference between male and female secondary school teachers with regard to their attitude towards inclusive education.

H₀₂ There is no significant difference between government and private secondary school teachers with regard to their attitude towards inclusive education.

H₀₃ There is no significant difference between more and less experienced secondary school teachers with regard to their attitude towards inclusive education.

Delimitations of the Study

- The study is limited to only the teachers of secondary schools.
- The study is also limited to secondary school teachers of Anugul district only.
- The study is limited to the data collected through the attitude scale as mentioned in the tool of the study.

Method of the study:

In the present study Descriptive Survey Method was followed to study the attitude of secondary school teachers towards Inclusive Education.

Population and sample of the Study

The population of the study comprised of all the secondary school teachers of Anugul district. Sample of the study consists of 40 male and 40 female teachers selected randomly including both less experienced and more experienced ones from different private and government secondary schools of the district. Thus, the sample size of the study is 80 (N = 80).

Tool of the Study

A Teacher Attitude Scale towards Inclusive Education developed by Dr. Vishal Sood (Nerchowk, HP) and Dr. Arati Anand (Nerchowk, HP) was followed to collect data for the present study. The scale consists of 47 items of both favourable and unfavourable items and based on various aspects of attitudes like Psychological/behavioural, Social, parental, Curricular, co-curricular and Administrative.

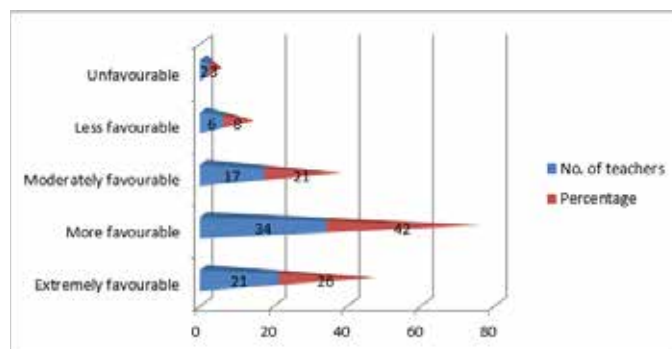
Analysis and Interpretation of Data:

Level of Attitude among Secondary School Teachers towards Inclusive Education:

Sl. No.	Range of Scores	Level of Attitude	No. of teachers	Percentage (%)
	127 and above	Extremely favourable	21	26
	116 - 126	More favourable	34	42

	105 - 115	Moderately favourable	17	21
	90 - 104	Less favourable	6	8
	80 - 89	Unfavourable	2	3

Table: 1
Level of Attitude among Secondary School Teachers towards Inclusive Education



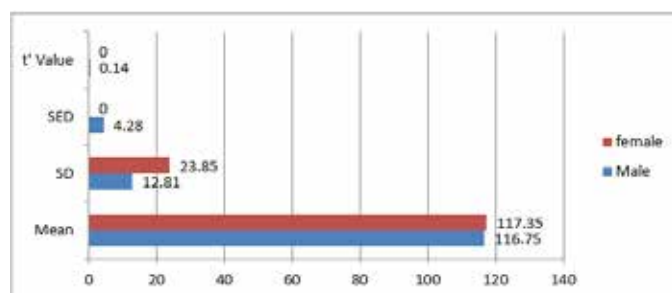
From the above table it is revealed that only 26 per cent of teachers show extremely favourable and 42 percent of teacher show more favourable attitude towards inclusive education. Moderately favourable attitude was shown by 21% of teachers, whereas, only 8 per cent of teachers show less favourable attitude and 3 per cent of teachers show unfavourable attitude towards inclusive education. Thus, it is evident from the table that most of the secondary school teachers (68%) are having either extremely favorable or more favourable attitude towards inclusive education.

Comparison of mean Attitude Score of Secondary School Teachers towards Inclusive Education:

Analysis of Attitude of Male and Female Secondary School Teachers towards Inclusive Education

Group of Teachers	N	Mean	SD	SE _d	't' value
Male	40	116.75	12.81	4.28	0.14 (P < 0.05)
Female	40	117.35	23.85		

Table: 2
't' Test Result for the Difference Between the Mean Attitude Score of Male and Female Secondary School Teachers



Result of above table and graphical representation shows that mean attitude score of female teachers is slightly higher than

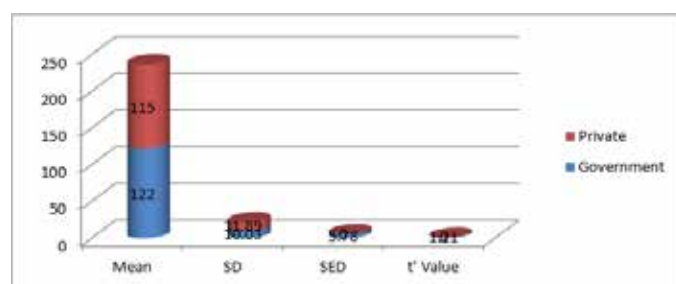
that of the male teachers. It is also evident that the calculated 't' value (0.14) is less than the table value (2.02) at 0.05 level of significance at $df = 39$. Therefore, the difference between mean attitude score of female and male teachers ($M_2 - M_1 = 0.60$) is not statistically significant. Hence the hypothesis (H_{01}) i.e. "There exists no significant difference between the male and female secondary school teachers with regard to their attitude towards inclusive education" is accepted.

Analysis of Attitude of Government and Private Secondary School Teachers towards Inclusive Education

Group of Teachers	N	Mean	SD	SE _d	't' value
Government	40	122	10.03	5.78	1.21 ($P < 0.05$)
Private	40	115	11.89		

Table: 3

't' Test Result for the Difference Between the Mean Attitude Score of Government and Private Secondary School Teachers



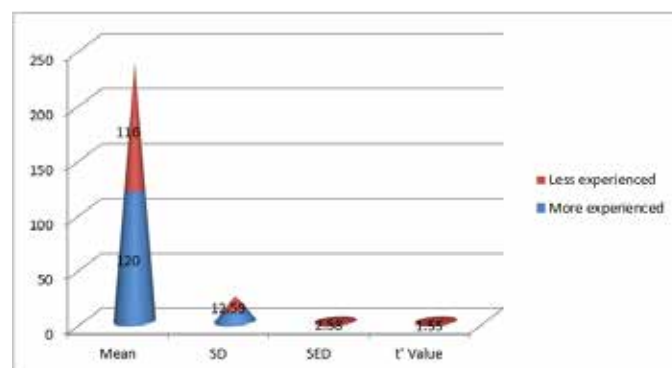
Result of above table and graphical representation shows that mean attitude score of government teachers is higher than that of the private teachers. It is also evident that the calculated 't' value (1.21) is less than the table value (2.02) at 0.05 level of significance at $df = 39$. Therefore, the difference between mean attitude score of Government and private teachers ($M_1 - M_2 = 7$) is not statistically significant. Hence the hypothesis (H_{02}) i.e. "There exists no significant difference between the government and private secondary school teachers with regard to their attitude towards inclusive education" is accepted.

Analysis of Attitude of More Experienced and Less Experienced Secondary School Teachers towards Inclusive Education

Group of Teachers	N	Mean	SD	SE _d	't' value
More Experienced Teachers	40	120	10.4	2.58	1.55 ($P < 0.05$)
Less Experienced Teachers	40	116	12.59		

Table: 4

't' Test Result for the Difference Between the Mean Attitude Score of More experienced and Less experienced Secondary School Teachers



Result of above table and graphical representation shows that mean attitude score of more experienced teachers is slightly higher than that of the less experienced teachers. It is also evident that the calculated 't' value (1.55) is less than the table value (2.02) at 0.05 level of significance at $df = 39$. Therefore, the difference between mean attitude score of more experienced and less experienced teachers ($M_1 - M_2 = 4$) is not statistically significant. Hence, the hypothesis (H_{03}) "There exists no significant difference between the more experienced and less experienced secondary school teachers with regard to their attitude towards inclusive education" is accepted.

Findings of the Study:

The findings of the study are as follows:

1. It was found that most of the teachers of Anugul District were having either more favourable or extremely favourable attitude towards inclusive education.
2. There was no any significant difference between the male and female secondary school teachers with regard to their attitude towards inclusive education.
3. There was no any significant difference between the government and private secondary school teachers with regard to their attitude towards inclusive education.
4. There was no any significant difference between the more experienced teachers and less experienced teachers with regard to their attitude towards inclusive education.
5. Gender, types of management and length of experience had no any significant effect on the level of attitude of the secondary teachers towards inclusive education

Educational Implication

The present study has its own implications for teachers, parents, administrators and policy makers. As most of the female teachers, private school teachers and less experienced teachers were showing slightly lesser level of attitude towards inclusive education in comparison to their male, govt. and more experienced counterparts, there is a need to develop their attitude through certain special training and awareness programme. However, special training programme may be arranged for all the secondary school teachers, especially for the fresher in this regard. The study will develop a positive attitude among the teachers, parents and other community member towards the children with special needs. It will make the teachers aware of their responsibility to give individual and special attention to all students in the class whether they are able or disabled. The government officials, administrators and policy makers can

use this study while framing plan and policy for the successful implementation of inclusive education. Secondary level teacher training programme should be revised to accommodate the elements of inclusive education with a purpose to improve their attitude towards it.

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